

Barriers and Facilitators Chart

~ Elements of a Sustainable School-to-Career System ~

Goal: Elements of School-to-Career are integrated throughout the K-16 education system; statewide education reform initiatives are connected with the goals and principles of the School-to-Career system, supporting such efforts to increase student achievement and postsecondary options.

<u>Facilitators of Success</u> (Evidence of an ideal world where education reform strategies include School-to-Career principles)	<u>Barriers</u> (Impediments to using School-to-Career principles to strengthen and support education reform initiatives)	<u>Programs to investigate</u>
<ul style="list-style-type: none"> • Workplace competencies are integrated into the curriculum, providing a solid context for learning. • Teacher preparation programs present the integration of workplace competencies into academic learning as a key strategy for engaging students and teaching the standards. Knowledge and understanding of School-to-Career goals and principles is included in hiring criteria for all levels of educators. • Postsecondary institutions' missions support the connection between higher education and the world of work. Admission policies support mastery of School-to-Career competencies. • General Fund appropriations support the integration of academic and workplace competencies. 	<ul style="list-style-type: none"> • School-to-Career and the standards movement began on separate tracks. Many educators do not see the inherent connection between School-to-Career and the standards. • "Teaching to the test" mentality often precludes contextual learning and other such methods to make education more relevant to students from being explored in classrooms. • Secondary, postsecondary, and vocational education systems are separate bureaucracies. • Articulation agreements and other barriers may preclude students' smooth transition across education systems. 	<ul style="list-style-type: none"> • Standards and Assessments • School Finance Act • Goals 2000 • Ed-Flex and Consolidated Application • Charter Schools • Distance Learning/ Educational technology • Professional development • Vocational education programs • Higher education initiatives • Student financial aid

Goal: A strong and sustainable School-to-Career system is a key strategy to ensuring that all students (including at-risk and out-of-school youth, youth with disabilities, academically talented students, minorities, children of migrant workers, young women, and students with limited English proficiency) are prepared for future employment and lifelong learning opportunities.

<p><u>Facilitators of Success</u> (Evidence of an ideal world where School-to-Career principles augment strategies aiding at-risk youth)</p>	<p><u>Barriers</u> (Obstacles which may prevent some youth from achieving academic and/or employment goals)</p>	<p><u>Programs to investigate</u></p>
<p>Colorado School-to-Career Partnership ♦ Atlas for Sustainability</p> <ul style="list-style-type: none"> • All students – including at-risk and out-of-school youth, youth with disabilities, academically talented students, minorities, children of migrant workers, young women, and students with limited English proficiency – understand the range of postsecondary options and receive the necessary support and guidance to attain goals. • Evaluations include analyses for a variety of student populations, showcasing success stories of students who did not sink among the chaos and analyzing the factors which contributed to such achievements. • A variety of mentors and role models are available to address students’ unique needs, cultures, experiences, challenges, and interests. 	<ul style="list-style-type: none"> • Lack of motivation in excelling in school and/or preparing for employment. Such sentiments may be exacerbated by the apparent disconnect between many classrooms and the world of work. • Students often do not know what types of careers support their skills, interests, and abilities. • Poverty, language and cultural barriers, an unstable home environment, and teen pregnancy are some of the factors which may prevent students from achieving in school and transitioning to work. • Lack of preschool and parents’ with low literacy skills are factors which have been proven to be directly correlated with students’ poor achievement and dropping-out of school. 	<ul style="list-style-type: none"> • Special education and transition programs • ‘Gifted’ and ‘Talented’ • Drop-out prevention initiatives • Improving America’s Schools Act • Preschool programs • Child welfare programs • Bilingual education • Vocational rehabilitation • Youth corrections programs

Goal: Elements of School-to-Career are connected with the workforce development system; employer involvement is increase through new and expanded business-education partnerships.

<u>Facilitators of Success</u> (Evidence of an ideal world where youth are viewed as an important segment of the labor force)	<u>Barriers</u> (Obstacles which may hinder connections between School-to-Career and workforce development)	<u>Programs to investigate</u>
<ul style="list-style-type: none"> • Employers are utilized in professional development activities for educators. • Business has identified students as an important component of workforce development. Employers are actively involved in business-education partnerships and in developing curriculum and instruction throughout the K-16 education system. • Rich and well-rounded relationships exist between the One-Stops and local School-to-Career partnerships. School districts' business development needs and other employer linkages are met via such partnerships. • Knowledge and demonstration of academic standards and workplace competencies are part of companies' hiring and promotion criteria. • Technology and other non-traditional means involve employers with students/schools. 	<ul style="list-style-type: none"> • Lack of coordination among public-sector programs requesting business involvement often forces employers to pick and choose among the initiatives they will help. • Education and business do not speak the same language. • Liability issues of hiring students. • Rural areas have a unique set of problems regarding employer involvement. 	<ul style="list-style-type: none"> • One-Stop Career Centers • Job Training Partnership Act • The Employment Service • Employer tax credits

Goal: Partnerships and collaborative efforts connect students and families with community resources to ensure that all youth are prepared to attain education and employment goals.

<u>Facilitators of Success</u> (Evidence of a strong community which is engaged in youth issues)	<u>Barriers</u> (Impediments to strong community involvement in youth issues)	<u>Programs to investigate</u>
<ul style="list-style-type: none"> • Parents and the community are strong advocates of School-to-Career. They understand their roles in ensuring that students have the skills and knowledge to pursue goals and to be productive members of the community. • Community-based organizations are involved in local schools, sharing expertise and resources with schools and participating in discussions regarding developing strategies to support students' pursuit of their goals. • When appropriate, community-based and social services organizations offer curriculum support and provide work-based learning experiences for students and teachers. 	<ul style="list-style-type: none"> • Often, schools are no longer the focal points in communities, making connections across the community difficult. • Negative perceptions of youth can foil community enthusiasm in support of youth programs. • Lack of positive community role models for some youth. • Many community-based organizations operate on extremely tight budgets, often making it difficult to broaden their scope beyond their traditional venues. 	<ul style="list-style-type: none"> • Adult education programs • School-based health initiatives • Service learning • Community service programs

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